The Chinese and Japanese Schools

Middlebury College

Summer 1986

THE CHINESE SCHOOL
THE JAPANESE SCHOOL

Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5520

Summer 1986

June 13 - August 16

Total Fees; $3225
(Tuition $2100; Board $810; Room $315)

Five-Week Summer Institute

June 29 - August 2
Teaching For Proficiency

Total Fees; $925
(Participation Fee $300; Board $450; Room $175)
Four graduate credit, tuition $1050; room and board as above

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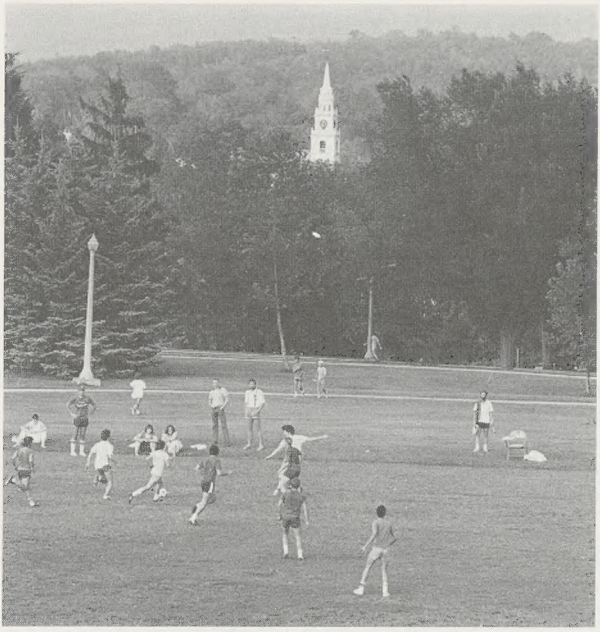


General Information

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. Middlebury's German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917, respectively. The Italian School was added in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. The schools in Europe opened in 1949 with the first session of the Middlebury School in France in cooperation with the University of Paris. This was followed in 1951 with a similar program in Madrid, after which schools in Mainz (1959), Florence (1960) and Moscow (1977) were established.

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. All classes from beginning courses through advanced levels are taught in the foreign language.

The Pledge: More than sixty years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use the foreign language as the only medium of communication during the entire session. A modified pledge is required even of students on the beginning level.

Summer in Vermont

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus in one of the dormitories assigned to the school and take meals in dining halls where only Chinese or Japanese is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of Chinese and Japanese and often involve active student participation in planning and performance.

Campus facilities include: Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 7500 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include the field house, an indoor pool, 16 outdoor and eight indoor tennis courts, racquet ball, squash courts and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

Curriculum

The intensive language curricula are equivalent to at least one full year of study. Students may enroll in courses in one school only and are normally enrolled in courses at one level only. Placement is determined by test results rather than by length of previous study of the language.

The Chinese School offers courses at five levels: *Beginning, Intermediate, Advanced, Classical Chinese*, and *Readings in Chinese Culture*. Beginning students use T.T. Ch'en's *Chinese Primer* and selections from *Elementary Chinese* (Peking), while students in the upper level courses read both contemporary documents and literary texts appropriate to their levels. In CS 301-302, *Advanced Chinese*, and above, classes are conducted exclusively in Chinese, while as much Chinese as possible is used at lower levels. Students in CS 501-502, *Readings in Chinese Culture*, will have an opportunity to read in their own fields of interest. Levels 300 through 500

stress active language usage through written composition and individual conferences with faculty.

The Japanese School offers courses at four levels: *Elementary, Intermediate, Advanced Japanese,* and *Advanced Speaking and Reading*. In addition, there is an inter-level course, JA 199-200, designed specifically for those students with previous language training, but not enough to place in JA 201-202. The text used at the elementary level stresses use of *kana* (Japanese syllabary) from the very outset, so the subsequent adjustment to reading ordinary Japanese literature is minimal. Although English is often employed at the elementary level to explain grammatical points, it is rarely used at the intermediate level, and is not used at all at upper levels. At the first three levels, a combinations of textbooks, readers, and supplementary materials are employed. Although a reader is also used in JA 401-402, the course tends to focus on a particular topic and a variety of pertinent literature outside the text is examined. During the 1986 session, skill-oriented instructions will be given for listening and speaking skills.

New in 1986

Teaching For Proficiency: A special five-week summer institute for teachers and future teachers of Chinese and Japanese. General presentations on proficiency, curriculum design, classroom strategies, development of materials, and video courseware to be integrated with sessions led by master teachers of Chinese and Japanese. Each participant will develop a proficiency project to be completed before the end of the session.

Credits

The nine-week programs in Chinese and Japanese normally carry a total of twelve semester hours of credit. The five-week summer institute, *Teaching For Proficiency*, awards two units (six-hours) of graduate credit or participants may elect to attend on a non-credit basis. All credits expire after ten years. *The Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate will be granted for the summer's work at Middlebury.

Financial Aid

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions. In 1985-86, approximately thirty percent of the students attending the Language Schools received financial assistance, and sixty percent of the students who applied for financial aid received some form of aid. Financial aid is awarded on the basis of need and academic ability as rated by the dean of the school to which a student applies.

We use the Language Schools Financial Aid Application, the College Scholarship Financial Aid Form, and complete copies of the 1984 and 1985 federal tax returns to arrive at a determination of students' needs for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for first awards is March 15. Financial aid award letters will be mailed beginning April 15 to students whose financial aid applications are complete and on-time and who have been accepted for admission. Additional awards will be made as applications are completed and as funds continue to be available.

For the summer sessions, financial aid is generally awarded in the form of employment, grant aid, National Direct Student Loans or a combination of the three. The remaining need may usually be met through a Guaranteed Student Loan from a student's home bank. Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

The Chinese School is pleased to announce the creation in 1984 of the T. T. Ch'en Scholarship, named in honor of the founder and long-time director of the school. All students in Chinese who apply for financial aid will be considered for this award.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College. 802/388-3711, ext. 5158.

Fees

A non-refundable fee of $20 must accompany each new student's application. Upon acceptance, all students are required to pay a $125 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1986 of their decision to cancel their enrollments. Other refunds are subject to the schedule as per the *Language Schools Handbook* mailed to enrolled students in May.

Auditing

Auditing is not permitted in the Chinese or the Japanese Schools nor are students of those schools permitted to audit courses in other schools.

Application and Admission

The deadline for application to the Chinese and Japanese Schools is March 15. Students may apply for admission for a single summer at any level. Students must be high school graduates, and we strongly recommend that they have completed at lease one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on an examination administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

If interested in the five-week institute, please ask for the required special application. For more information or an application, contact the Chinese or Japanese School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5520

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

The Chinese School

Director: CHIH-P'ING CHOU. Assistant Professor of East Asian Studies, Princeton University. Ph.D., Indiana University.

Dean: GREGORY KUEI-KE CHIANG. Lecturer in Chinese, Middlebury College. M.A., University of Vermont. Former Dean, Inter-University Program for Chinese Language Studies, Taipei, Taiwan.

Faculty (Professors in charge)

GREGORY KUEI-KE CHIANG. Lecturer in Chinese, Middlebury College. M.A., University of Vermont. Former Dean, Inter-University Program for Chinese Language Studies, Taipei, Taiwan.

CHIH-P'ING CHOU. Assistant Professor of East Asian Studies, Princeton University. Ph.D., Indiana University.

JAMES PUSEY. Associate Professor of Chinese History, Chairman of East Asian Studies, Bucknell University. Ph.D., Harvard University.

NAI-YING T'ANG. Lecturer in Chinese, Princeton University. M.A., National Normal University, Taiwan.

TAO-CHUNG YAO. Assistant Professor of Asian Studies, Mount Holyoke College. Ph.D., University of Arizona.

Administrative Staff

AUDREY LA ROCK. Secretary.

Program of Studies

CS 101-102 Beginning Chinese Pusey and Staff

First-year Chinese begins with a five-day concentrated study of Mandarin phonetics and the *Gwoyeu Romatzyh* tonal-spelling system of romanization. For the next six and a half weeks, students concentrate on the eight units of the *Chinese Primer*, studying both the romanization and character texts, liberally supplemented with sentence pattern drills and exercises. A complete series of audio tapes, including vocabulary and pattern drills, prepared at Middlebury and Princeton, accompanies each unit. In addition to the audio tapes, video-tapes of these eight units, prepared with the faculty as actors, are used. The video image is extremely effective in helping the student to internalize the new language patterns. For the last week and a half, *Elementary Chinese* (Peking, 1972) is used to introduce simplified characters and the Pinyin system of romanization. Other romanization systems will also be briefly presented.

For two hours each day, the class meets together for the introduction and explanation of new material and for introductory pattern practice; then it divides into small sections (5-8 students) for two hours of drill. Each student receives two fifteen-minute periods of private tutorial per week. Preparation, including work in the language laboratory, usually requires about five hours of study each day. The medium of instruction gradually shifts from English to Chinese and students are encouraged to speak progressively less English outside the classroom. By the end of the session, students have a good command of basic grammatical construction, a working vocabulary of over 800 words, and active usage of about 600 characters.

(12 Credits)

Required Texts: T.T. Ch'en, et al. *Chinese Primer*, Princeton University, Chinese Linguistics Project both romanization and character texts with extensive supplementary materials. *Elementary Chinese*, Commercial Press, Peking, 1972.

Recommended Dictionary: Y.R. Chao and L.S. Yang, *Concise Dictionary of Spoken Chinese,* Cambridge, MA, Harvard University Press.

CS 201-202 Intermediate Chinese Chou and Staff

While continuing the audio-lingual approach used in CS 101-102, this course also emphasizes the reading of Chinese character texts, containing both standard and simplified character forms. The first half of the course will concentrate on consolidating

the foundations begun in elementary courses and on developing sentence structure and vocabulary. Three texts will be studied: *Modern Chinese Readers (I, II), Chinese Reader (I, II) and Tarn Butyng.* No textbook will be used for the second half of the course; instead there will be a shift to reading "real" Chinese literature in the form of modern essays, short stories, and newspaper articles. Students will view a Chinese movie on videotape and study the screen play using a study manual. The course will be conducted primarily in Chinese and will be open to students who have completed one full year of language study. By the end of the summer, students should be able to speak with some fluency on conventional topics, to write short compositions, and to read newspapers and short essays by modern authors with the aid of a dictionary.

Assignments include translation, composition, sentence exercises, and the use of Chinese to explain the meanings of idioms and phrases. Daily work outside the classroom, including time spent in the language laboratory, requires approximately five hours. (12 Credits)

Required Texts: Modern Chinese Readers (I & II), Commercial Press, Peking. *Chinese Reader (I & II),* Commercial Press, Peking. T.T. Ch'en, *Tarn Butyng, Reading and Conversation Materials for Beginning and Intermediate Chinese*, Princeton University, Chinese Linguistics Project. *Study Manual for the Movie "Ai Lo Chung Nien"* [The Sorrows and Joys of Middle Age], Princeton University, Chinese Linguistics Project. Newspaper selections, selected brief modern Chinese essays and short stories. Materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, The Far East Book Company, 1972. *A New English-Chinese Dictionary*, Hong Kong, Joint Publishing Company, 1975. *Xinhua Zidian*, Commercial Press, Peking.

CS 301-302 Advanced (Modern) Chinese
Chiang and Staff

This course seeks further to develop overall language proficiency through extensive reading of modern texts selected from a wide range of styles and genres. Readings include: 1) essays on academic subjects; 2) modern vernacular literature: essays, short stories, and plays as well as the screenplay of a Chinese movie which will then be viewed on videotape; 3) contemporary material: political writings from the People's Republic of

China and from newspapers. Classes are conducted entirely in Chinese. Individual laboratory exercises are required daily.

In addition to 15 class hours per week, students are expected to spend approximately five hours each day reviewing vocabulary, sentence patterns and translations, preparation of class materials, listening to lesson tapes, preparing recorded dictation exercises, attending individual sessions with teachers, studying for quizzes, and writing compositions. (12 Credits)

Required Texts: Lyell, *Lu Hsun Reader*, Yale University Far Eastern Publications. Selections from Chi, *Readings in Chinese Communist Ideology* and *Readings in Chinese Communist Cultural Revolution*, University of California Press. *A Student's Companion for Lu Hsun's "The New Year's Sacrifice"* and *Study Manual for the Movie "Jia Feng Xu Huang"* [The Make-Believe Couple], Princeton University, Chinese Linguistics Project. Selections from Chinese academic journals, newspapers and periodicals. Materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, The Far East Book Co., 1972. *A New English-Chinese Dictionary*, Hong Kong, Joint Publishing Company, 1975. *Xinhua Zidian,* Peking, Commercial Press. *Chinese-English Glossary of Current Affairs Words and Phrases,* Peking, Commercial Press.

CS 401-402 Classical Chinese T'ang

This course, conducted entirely in Chinese, is an introduction to literary Chinese and is designed for students with no previous training in the classical language but with a minimum of two years in modern Chinese. While the focus of the course is on training students to read, the method of instruction serves simultaneously to enhance proficiency in the vernacular. All lessons are accompanied by laboratory tapes, which function as aids in assimilating the texts.

Assignments include: 1) translation from classical into modern Chinese, and vice versa; 2) exercises in grammar (use of particles and analysis of sentence structure); 3) essays intended to enhance written expression (both classical and modern).
(12 Credits)

Required Texts: Y.C. Liu, *Fifty Stories,* London, Lund Humphries. Selections from *Analects, Mencius,* and *Shih-chi,* supplemented by materials

prepared at Princeton University and at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, The Far East Book Company, 1972. *Xiandai Hanyu Cidian*, Hong Kong, Commercial Press. *Tz'u Hai*, Taipei, Taiwan Chung-hua Book Co. *Ghuhanyu Changyongzi Cidian,* Peking, Commercial Press, 1979.

CS 501-502 Readings in Chinese Culture Yao

The course will be divided into units of two or three weeks in length, each focusing on a broad topic or a particular period of history; periods and topics in history, literature, and the social science will be selected to meet students' interests and needs. Designed for advanced graduate and undergraduate students with at least three or more years of Chinese and preferably with an elementary knowledge of the classical language, the course will be conducted exclusively in Chinese. Being essentially a language course, emphasis is placed on bringing students' writing, speaking, and reading skills to a high level. Particular emphasis on the development of writing ability will be achieved through completion of weekly essays which will be corrected and explicated in individual sessions. (12 Credits)

Recommended Dictionaries: Tz'u Hai, Taipei, Taiwan Chung-hua Book Co. *Xiandai Hanyu Cidian*, Hong Kong, Commercial Press. *A New Practical Chinese-English Dictionary*, edited by Liang Shih-ch'iu, Taipei, The Far East Book Company.

CS 796 Teaching for Proficiency
Coordinator: J. Liskin-Gasparro

This five-week course is intended to improve language teaching in Chinese. The institute will meet two hours daily with one week each devoted to proficiency, curriculum design, classroom strategies and material development, including video courseware. An initial lecture each week will be given by leading specialists (Judith Liskin-Gasparro, Frank Medley, June Phillips, Heidi Byrnes, Claud DuVerlie). The remaining days will be devoted to specific theoretical and practical application to the teaching of Chinese led by a master teacher. Each participant will prepare a proficiency project due at the end of the institute. (2 Units)

The Japanese School

Director: SEIICHI MAKINO. Professor of Japanese and Linguistics, University of Illinois. Ph.D., University of Illinois.

Dean: GREGORY KUEI-KE CHIANG. Lecturer in Chinese, Middlebury College. M.A., University of Vermont. Former Dean, Inter-University Program for Chinese Language Studies, Taipei, Taiwan.

Faculty (Professors in charge)

SHUNICHI IKEDA. Preceptor, Harvard University. M.A., State University of New York at Buffalo.

OSAMU KAMADA. Visiting Assistant Professor of Japanese, Amherst College. M.A. in Linguistics, University of Pittsburgh.

SEIICHI MAKINO. Professor of Japanese and Linguistics, University of Illinois. Ph.D., University of Illinois.

AKIRA MIURA. Professor of Japanese, University of Wisconsin, Madison. Ed.D., Columbia University.

TOSHIO OISHI. Assistant Professor of Linguistics, Ohio University. Ph.D., University of Michigan.

Administrative Staff

AUDREY LA ROCK. Secretary.

Program of Studies

JA 101-102 Elementary Japanese Kamada and Staff

The purpose of this course is to equip students with a working knowledge of the basic grammatical structures and vocabulary of modern Japanese. The development of oral-aural skills is integrated with reading and writing through daily grammar explanations and drill sessions designed to reinforce new material through active practice. *Hiragana* is introduced on the first day of the session and the acquisition of its recognition and production is to be completed in two days through learning the basic expressions with which the students can "survive" in the "Japanese-only" environment. *Katakana* (the syllabary used for loan-words) and approximately 200 characters are gradually incorporated into reading materials throughout the course.

Quizzes on new vocabulary and grammar are employed as a daily monitor of student progress. Homework assignments are designed as a review of material previously covered. Regular use of the language lab by students is imperative. Daily work outside the classroom requires an average of four to six hours.

Initial instruction is in English, but the medium shifts to Japanese as the course advances. Maximum use of Japanese is expected.

At the end of the session, students have normally mastered the basic grammatical structure of modern colloquial Japanese, with an active vocabulary of approximately 1200 words. They should be able to conduct basic daily conversation with reasonable ease and should have developed some familiarity with the socio-cultural context in which the modern Japanese language is used.

(12 Credits)

Required Textbook: Middlebury Elementary Japanese (prepublication).

Recommended: W. Hadamitzky and M. Spahn: *Kanji and Kana,* Tuttle Co. *New Concise Japanese-English Dictionary,* Tokyo, Sanseido. S. Makino and M. Tsutsui, *A Dictionary of Japanese Grammar,* Tokyo, The Japan Times.

JA 199-200 Basic Intermediate Japanese
Oishi and Staff

This course is designed for students with some background in Japanese, but whose previous training does not represent the equivalent of one full year of formal language study.

The first half of the nine-week session will be de-

voted to an extensive review of grammatical structures and problems. At the same time, students learn practical, situational conversation with the aid of language tapes. In the second half of the session, students will be introduced to intermediate-level texts, while continuing to improve their command of written materials and conversation. Throughout the session, classes will be conducted almost entirely in Japanese.

Due to the emphasis on making firm the student's foundation in Japanese, those in this section will not complete the same amount of course work as in JA 201-202. By the end of the summer, however, students are expected to have a good knowledge of modern Japanese grammar, improved fluency in daily conversation, skill in the use of basic materials, an ability to read and write approximately 500 *kanji*, and an ability to write short essays. (12 Credits)

Required Texts: Middlebury Elementary Japanese (prepublication). H. Hibbett and G. Itasaka, *Modern Japanese — A Basic Reader*, Harvard University Press.

Recommended texts: E. H. Jorden, *Reading Japanese,* Yale University Press, 1976. F. Sakade, *A Guide to Reading and Writing Japanese* (rev.ed.), Tuttle Co.

JA 201-202 Intermediate Japanese Ikeda and Staff

This course is designed to help students acquire a thorough mastery of modern Japanese (Tokyo dialect) through review and reinforcement of the major grammatical items which appear in introductory texts. It also seeks to give students reasonable control over a more advanced vocabulary through aural-oral drills, readings, and composition.

Although progressively more emphasis will be placed on reading and writing, aural-oral practice will continue to constitute an integral part of the course, and almost all classwork will be conducted in Japanese. The use of special audio and visual tapes, in addition to regular tapes for textbook assignments, will enable students to learn how Japanese is used in various social and cultural settings; in this way, they themselves will be better equipped to use terms and phrases appropriate to the context.

Homework will be assigned on a regular basis and is intended to encourage practice in speaking and listening, while reinforcing vocabulary, *kanji*, and grammar. Daily work outside the classroom requires an average of four to six hours.

By the end of the summer program, students

should have a good knowledge of modern Japanese grammar, improved fluency in daily conversation, skill in the use of basic reference materials, an ability to read approximately 800 *kanji* and to write about 600 *kanji*, and an ability to write short essays. (12 Credits)

Required text: Japanese Language Promotion Center, *Intensive Course in Japanese: Intermediate,* Main Text & Notes, Language Services Company.

Recommended texts: P.G. O'Neill, *Essential Kanji,* Weatherhill. *New Concise Japanese-English Dictionary,* Tokyo, Sanseido. Nelson, *The Modern Reader's Japanese-English Character Dictionary* (rev. ed.), Rutland, Tuttle Co.

JA 301-302 Advanced Japanese Miura and Staff

Students taking *Advanced Japanese* are expected to have had at least two years of formal language training. A variety of materials will be read, including essays and a movie script, and students are gradually exposed to most of the 1,850 *tooyoo kanji.* Emphasis is on reading, yet the other language skill areas will also receive attention; writing should improve through various exercises and composition, while speaking ability will be enhanced by oral drills and conversation. Course materials are designed to foster an appreciation of the socio-cultural background of contemporary Japan. A Japanese made-for-TV movie will be used for additional aural-oral practice.

By the end of the session, students' reading ability should enable them comfortably to handle modern Japanese materials with the help of the dictionary. In speaking, they should be able to carry on daily conversation with relative ease. (12 Credits)

Required Texts: Integrated Spoken Japanese I, Vol. 1, Inter-University Center. *Waga Uruwashi no Tomo* and *Transcription*, Japanese Language Video Series, Japan Foundation. Other materials available at Middlebury.

Recommended: K. Masuda (ed.), *Kenkyusha's New Japanese-English Dictionary*, Tokyo, Kenkyusha. A. N. Nelson, *The Modern Reader's Japanese-English Character Dictionary* (rev. ed.), Rutland, Tuttle. A. Miura, *Japanese Words and Their Uses,* Rutland, Tuttle.

JA 401-402 Advanced Speaking and Reading
Makino and Staff

This course is designed for advanced graduate and undergraduate students of Japanese. The prerequisite is at least three or more years of formal study in modern Japanese.

Instruction focuses on detailed analysis of grammar and styles of major genres in speech and writing. Students will be required to read, analyze, and listen to a wide range of written and spoken materials. Typical assignments utilize panel discussions, public lectures, *rakugo*, narratives, novels, poems, newspapers, and various readings in the social sciences and humanities.

The course also optionally provides individualized instruction such that each student selects material of personal interest and discusses it with the instructor during individual conferences, these being one hour in duration per week. To improve aural-oral skills, extensive use will be made of Japanese radio and/or television programs.

Conducted entirely in Japanese, this course demands a high level of proficiency in all four language skills. New emphasis will be placed on the improvement of writing skills, with students expected to write four or five long essays which will be corrected and explicated in individual diagnostic sessions. Students will also be encouraged to help those at lower levels of study.

By the end of the session, students should have greater fluency in daily conversation and enhanced ability to discuss complex academic subjects. Students will also be urged to do as much collateral reading as possible in Japanese newspapers and

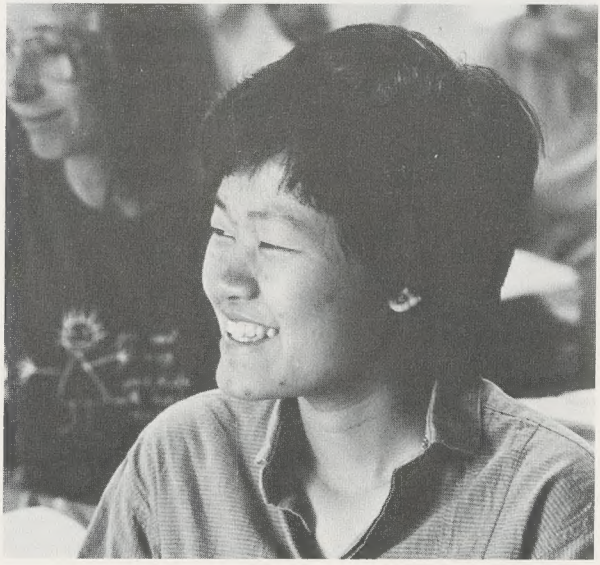
weekly magazines. Daily work outside the classroom requires an average of four to six hours.
(12 Credits)

Required Texts: Itasaka, Makino, and Yamashita, *Modern Japanese: An Advanced Reader*, Tokyo, Kodansha International, 1974. Sakuma & Motofuji, *Tonari no shibafu: Advanced Spoken Japanese,* 3 Vols., University of California, Institute of East Asian Studies.

Recommended: I. Shimmura, *Koojien* (rev. ed.), Tokyo, Iwanami, 1967. K. Masuda, *Kenkyusha's New Japanese-English Dictionary*, Tokyo, Kenkyusha, 1974. Bunkacho, *Gaikokujin no Tame no Kihongo Yorei Jiten*, Tokyo, Bunkacho, 1971.

JA 796 Teaching for Proficiency
Coordinator: J. Liskin-Gasparro

This five-week course is intended to improve language teaching in Japanese. The institute will meet two hours daily with one week each devoted to proficiency, curriculum design, classroom strategies and material development, including video courseware. An initial lecture each week will be given by leading specialists (Judith Liskin-Gasparro, Frank Medley, June Phillips, Heidi Byrnes, Claud DuVerlie). The remaining days will be devoted to specific theoretical and practical application to the teaching of Japanese led by master teacher Seiichi Makino. Each participant will prepare a proficiency project due at the end of the institute. (2 Units)



Middlebury College Language Schools

Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad

Florence
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For an application to one of the Language Schools, please write to the school of your choice at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753

Middlebury College
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Middlebury, VT 05753

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